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ABSTRACT

Extracurricular activities have enhanced the lives of students through the years and continue to provide students with additional skills they need to succeed in school and life. This paper offers an extensive literature review of the effect of extracurricular activities on student development and offers a plan for extending successful extracurricular programs into the school day by establishing a homeroom class. The class would bond secondary students' participation in extracurricular activities with the classroom experience, further developing students' academic achievement and individual success. The class would serve as an extension of activities in which students currently participate; motivate nonparticipating students to become involved; serve as a mediation class for handling special curriculum; and operate as an added-curriculum class to handle extra curricula as the needs arise. The paper proposes the implementation of the advisory-class model at Keller Middle School (KMS) in Keller, Texas. The paper describes the development plans, daily activities, special curriculum, teacher training, and possible scheduling conflicts. Appendices contain the project philosophy; samples of a homeroom lesson, advisory newsletters, and a 6-week school calendar; a homeroom-class activities list; and a description of the KMS counseling/mentor programs and other programs. (Contains 36 references.) (LMI)

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A Literary Review and A Plan for Principals:
Extracurricular Activities, Academic Achievement,
and Secondary Students' Success

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INTRODUCTION

Extracurricular activities have enhanced the lives of countless students through the years and continue to provide students with additional skills they need to succeed in school and life (Gholson, 1985; Stevens & Peltier, 1994). Personal areas such as "...people skills, the ability to accept responsibility and follow directions, good presentation of self, and high personal ideals (p. 1)" are skills that are cultivated through participation in extracurricular activities. Research shows that there is a definite relationship between participation in extracurricular activities and success in high school, college, career and the community (Klesse, 1994). Those who participate in extracurricular activities show high levels of achievement in areas other than grades (Brown & Steinberg, 1991; Gholson, 1985). Klesse (1994), Reese (1990), and Wu (1992) have shown that participation not only produces higher levels of academic achievement in such areas as GPAs and test scores, but also effects individual traits which help produce these higher grades and test scores (Paull, 1994; Stevens & Peltier, 1994). Areas such as self esteem and leadership are developed which, in turn, produce

positive results in regard to attendance, discipline and grades (Braddock, Royster, Winfield, & Hawkins, 1991; Castle, 1988; Helm, 1991).

The purposes of this paper will be to provide an extensive literary review and a plan for a "homeroom class" that principals can use to bond the secondary students' participation in extracurricular activities with the classroom experience. This can further develop opportunities for the students' academic achievement and individual success.

REVIEW OF RELATED LITERATURE

When children are raised in supportive atmospheres, where academic achievement is expected, students perform better than those raised in less supportive homes (Landen, 1992; Steinberg et al., 1988; Wu, 1992). A study done by Szwenik (1995) found that, among other things, high parental expectations supported high areas of academic achievement for the student. Mooney (1993) supported this outcome when he found that students who did better in school had parents with higher education levels and more positive attitudes toward education. Brown and Steinberg (1991) found higher grade averages from students whose parents monitored academic progress

by such things as checking to see if homework was done and "keeping tabs" on the child's whereabouts after school. Due to family and societal changes, however, many children are being raised in environments that do not support their educational and developmental needs (Asayesh, 1993; Landen, 1992).

Often, these non-supportive environments are due to students being raised in single-parent homes. Fitzpatrick (1994) conducted a study whose primary purpose was to find the relationship between school performance and family status, particularly if students lived in a one or two-parent home. School performance was measured in terms of academic achievement, attendance, discipline and participation in extracurricular activities. The relationships were studied to determine if there was a significant difference between the performance of students from a one-parent and two-parent family.

Research was collected from 564 eleventh grade students at Plymouth Salem High School, Canton, Michigan. The questionnaire students were asked to complete included information on family status, living arrangements, participation in extracurricular activities, future educational plans, and counselor contacts during their first

semester of the 1992-1993 school year. Records were also obtained from the school concerning the students' attendance, GPA, and discipline referrals.

Seven hypotheses were developed, all of which tested the relationships between student performance and family status as they were measured by grades, attendance, discipline, and participation in extracurricular activities. Analysis of variance and chi-square tests were used to find the results.

The ANOVA and Chi-square tests showed there were significant differences in the academic achievement, school attendance, discipline referrals and extracurricular activity involvement of students from one-parent and two-parent families. The students from one-parent families were less likely to have high achievement and participate in extracurricular activities than the two-parent students. These students were also more likely to be frequently absent from school and to be referred for disciplinary action more often.

The results of this study show the negative effects of parental separation and divorce on the academic achievement of many high school students. Fitzpatrick (1994) notes the possible benefits for

these students, if their administrators and teachers would become more aware of this problem. For example, school staffs could investigate ways to implement intervention programs, and evaluate the effects of those programs.

Clearly, single-parent homes do not produce the most supportive environment for the student. Many of these less supportive parents feel "alienated" from the school (Brown & Steinberg, 1991; Klesse, 1994). Specifically, they may feel unable to help students with homework or may be uncomfortable with the teenage "culture" that exists in the school (Klesse, 1994). These homes also contribute to low student self-esteem (Jenlink, 1994). Brown and Steinberg (1991) believe that these findings amplify the need to get these parents more involved in their children's educations.

Involvement of the School and Community

This involvement could come from programs that bind the school and the community (Brown & Steinberg, 1991; Gholson, 1985; Klesse, 1994). Jenlink (1994) noted that students' feelings of alienation could be lessened through a good music program while promoting individual growth and providing a common bond between

the home and school. Klesse (1994) suggests that more empowered parent-teacher associations, the wider use of parents as chaperones and sponsors for social events, and more involvement in co-curricular activities by parent booster clubs can increase parent involvement.

Extracurricular activities help serve as such a bond, as they allow children to become part of a family at school (Asayesh, 1993). There are still those who feel participation should be lessened or eliminated, but Gholson (1985) notes the lasting values and long term benefits that result from extracurricular participation.

Extracurricular Participation and Motivation

The American Sports Institute (1991) found, in their study, that increasing athletic practice will increase, not decrease academic performance. Additionally, Braddock et al. (1991) have shown that the athletic participants often look forward and show more interest in their classes. It appears that through extracurricular participation, those who need more support receive more support (Steinberg et al., 1988). They also receive the guidance and structure that they miss at home (Landen, 1992). It has been shown that students involved in extracurricular activities have an association with students with

high academic aspirations and, as a result, are more academically motivated themselves (Klesse, 1994). Snyder and Spreitzer (1992) argued that time spent in activities of an extracurricular nature does not "drain energy away" from academics; rather, they suggest that more energy is experienced, thus allowing time and energy for multiple involvements.

Self-Esteem Developments and Extracurricular Participation

Of the many personal development benefits found to be enhanced through participation in extracurricular activities, the increase in self esteem is constantly cited (Braddock, Royster, Winfield, & Hawkins, 1991; Hawkins et al., 1992; Helm, 1991; Mooney, 1993; Paull, 1994).

The importance of self-esteem to academic school success seemed reaffirmed in this study. Results of the various analyses and separate informal assessments of scores of subgroups suggest that we truly cannot separate the cognitive and affective domains; this is in agreement with Bloom (1977) and the seminal work of Coopersmith (1967, 1981). Socio Economic Indicator (SEI) scores were more predictive of grades than the

composite score on a standardized test. (Wiggins, Schatz, & West, 1994, p. 242)

Helm (1991) conducted a study to examine the relationship of the student's level of self-esteem and academic achievement to participation in extra-curricular activities. One hypothesis for the study was that the level of participation in extracurricular activities has a direct effect on the level of the students' self-concept. A higher level of participation will produce a higher level of self-concept. A second hypothesis was that the level of participation in extracurricular activities is highly correlated to the level of that students' academic performance.

The data for this study was collected from 241 randomly selected ninth grade students, of the Fayette County, Kentucky school district, who attended school in that district as eighth graders. The students were administered questionnaires asking for information regarding self-concept and the degree to which they participated in extracurricular activities. Demographic data was compiled from the data storage division of the school district.

A multiple regression and analysis of variance were used to analyze the data. The analysis showed great differences in the levels

of self-esteem and academic achievement in relation to the students' level of participation in extra-curricular activities. Those students who reported higher levels of participation perceived themselves more favorably and exhibited higher academic achievement than the students who reported low levels of extracurricular participation. These students also had fewer absences. The most important finding was that participation was found to have a significant level of difference on academic achievement, attendance rate and level of self-concept. Both hypotheses were supported.

The findings for a group of ninth graders in Kentucky match the same findings of thousands of students across the nation. When a student participates in extracurricular activities, their self-esteem is better, they have greater academic achievement, and their attendance rate is higher. The higher the level of participation, the greater these outcomes are influenced (Gholson, 1985; Left, 1995; Marsh, 1992; Stevens & Peltier, 1994; Szwenik, 1995).

Steitz and Owen (1992), reconfirmed in their studies, that participation in athletics coincides with high levels of self-esteem. Research has also shown that "group participation" and the support received from peer groups and leaders can especially enhance the

self-esteem of the at-risk student (Fant, 1990). A high degree of leadership is developed along with this self esteem (Klesse, 1994; Paull, 1994; Stevens & Peltier, 1994). Knowledge of leadership skills and heightened sensitivity and compassion are specific qualities that are gained that improve leadership for students (Paull, 1994). This leadership adds to the students' overall self confidence (Klesse, 1994; Marsh, 1992; Stevens & Peltier, 1994). The improved self-esteem develops as a result of students being placed in leadership roles by advisors and peers (Paull, 1994).

Storey (1994) believes that a positive attitude is a result of such self-confidence. This self confidence also tends to motivate the student toward more participation in extracurricular activities and academic pursuits (Braddock et al., 1991; Hawkins et al., 1992). With leadership and participation come popularity and feelings of importance (Braddock et al., 1991; Melnick et al., 1992). These two qualities seem to motivate the student to greater heights (Braddock et al., 1991; Wu, 1992). Teachers notice these personal qualities in the classroom with the increased efforts put forth by extracurricular participants (Braddock et al., 1991; Hawkins et al., 1992). They show

greater academic aspirations than their non-participant counterparts (Braddock et al., 1991; Hawkins et al., 1992; Waxman & Sulton, 1984).

Self-Development, Interpersonal Skills and Academic Achievements With Extracurricular Participation

Finally, emotional development is enhanced through extracurricular participation. Participation has more influence on the students' moral development than does the classroom alone (Asayesh, 1993; Laubscher, 1988; Paull, 1994; Stevens & Peltier, 1994). Paull (1994) and Mooney (1993) note, that through extracurricular participation, students learn how to control emotions such as anger and frustration. In the same study, Paull (1994) found that students gained happiness and a sense of well-being as a result of extracurricular participation. Klesse (1994) confirmed that "people skills", the ability to accept responsibility and follow directions, good presentation of self, and high personal ideals, all attributes desired by employers seeking new employees, are cultivated through co-curricular participation. The findings of Snyder and Spreitzer (1992) indicated that students who could perform the joint role of "scholar and athlete" were outstanding in

terms of social-psychological attributes. Klesse (1994) also found extracurricular participation to be correlated with improved multicultural relations and involvement in political and social activities as young adults.

In addition to the developmental benefits found to be associated with participation in extracurricular activities, a significant relationship between participation and academic achievement can also be noted (Camp, 1990; Castle, 1988). Students involved in co-curricular activities are exposed to a more academically-oriented peer group that encourages higher achievement and aspirations among all participants (Klesse, 1994). Those who participate in extracurricular activities record higher grades than those who do not (Brown & Steinberg, 1991; Klesse, 1994; Melnick et al., 1992; Reese, 1990; Wu, 1992).

In agreement with higher grades, Marsh (1992) and Slater (1988) also believe that extracurricular participation can raise other forms of academic achievement. Marsh (1992) conducted an empirical study to examine the effects that participation in extracurricular activities had on students during their last two years of high school. He focused on three key issues that had not been

adequately addressed in earlier studies. These areas were :

(a) whether moderate levels of participation could be beneficial while high levels might not (b) the extent that different areas of self-concept effected the results of participation, and (c) whether the effects of participation coincided with characteristics such as gender, socio economic status (SES), and ability level. The basis for this study was to compare a commitment-to-school hypothesis that predicted positive outcomes for participation to a zero-sum model that predicted negative effects for academic success. Different areas of self-concept were used. An increased social self-concept was tied to negative academic outcomes in the zero-sum model, while an academic self-concept was part of the positive effects of participation in the committment-to-school hypothesis.

The subjects for this study were drawn from a large database from the National Center for Educational Statistics. The database was nationally representative of High School and Beyond. The data originally consisted of approximately 36 sophomores from each of 1,015 high schools, over 36,000 students. A second follow-up was conducted and 14,825 students were picked as a random sample to be used for testing purposes. This number was reduced to 10,613

students because of the length of the study. Since it covered the students' last two years of high school, only those students who were in the same school from their sophomore year to their senior year were used. Students who had moved, dropped out, or graduated early were not used in this sample. Preliminary analysis of the group showed no unusual levels of extracurricular participation as sophomores, alleviating concerns about possible biases in the final sample.

Many variables had to be considered in a study of this magnitude. Background variables (e.g. SES, race, gender, school year size, prior educational experiences), outcome variables from the sophomore and senior year of high school (e.g. test scores, grades, attendance, discipline record, self-concept, future goals) and post-secondary outcomes (employment or education sought and attained) were considered. With these variables, there were 16 categories of extracurricular activities added. The extracurricular activities were used as the independent variables. The background variables were matched in the sophomore and senior years to keep consistency throughout the study.

Through the analyses, relationships between background

variables and sophomore outcomes were studied. Changes and growth of outcomes over time were determined. The results showed positive results for all areas of participation in extracurricular activities. School size was a big question, but the results were the same for big and small schools alike. The commitment-to-school hypothesis seemed to be true, as participation in extracurricular activities seemed to increase the students' commitment to school. This held true for a wide variety of backgrounds that filled the schools.

Another question in the study was, "How much does participation effect the student?" That is the question that had great implications for policy makers and administrators. Was the positive effect large enough to make a substantial difference in a student? The interpretation of related data was extremely subjective. This caused Marsh to reexamine the control group versus a moderate participation group. The results revealed that participation in extracurricular activities had enough of a positive impact, that if it were reduced or eliminated, negative consequences would follow.

This overall study supported the commitment-to-school hypothesis that participation in extracurricular activities improved

academic achievement. The positive effects , however, were more indirect than direct. Marsh found that participation improved academic self-concept which, in turn, enhanced other academic outcomes.

In an earlier study, Marsh (1991) found that students who had part-time jobs during the school year had negative academic outcomes, unless the student was saving his or her money for college. In that case, work had the same kind of positive effect as participation in extracurricular activities. It seemed that working substantial amounts of time at a part-time job lead students to take on values that were inconsistent with the values that lead to academic success. On the other hand, it seemed that the same amount of time spent on extra-curricular participation, even when it was not directly related to academics, "apparently leads to increased commitment to school and school values, which leads indirectly to increased academic success" (p. 560).

Grades, Attendance, Drop-out Rate, Discipline, and Extracurricular Participation

Brown & Steinberg (1991) found that the more extensive a student's participation, in terms of the number of activities or

number of hours spent on activities, the higher the student's GPA. All students who participated in a similar study, done by Coyle (1995), reported that they were motivated to perform better academically because of their extracurricular involvement. Reese (1990) also noted higher test scores from extracurricular participants.

These same students had higher attendance rates as well (Castle, 1988; Helm, 1991). In one study, in a Minnesota high school, the absentee rate for all students was 8.76 days, compared to 7.44 for student athletes and 6.94 for participants in other "league-sanctioned" activities (Klesse, 1994).

Additionally, Hawkins et al. (1992), Marsh (1992) and Melnick et al. (1992) have shown a decreased drop-out rate for those participating in extracurricular activities. Left (1994), in her study of factors common to retention and dropouts, found lack of participation in extracurricular activities to be a primary cause. Steitz and Owen (1992) found the same results.

Finally, less disciplinary referrals were written on extracurricular participants than on nonparticipants (Braddock et al., 1991; Castle, 1988). Klesse (1994), in his summary of the research,

found participation in athletic or service activities related significantly to lower incidence of student delinquent acts. It is clear that extracurricular participation has a positive link with desired school outcomes (Brown & Steinberg, 1991; Klesse, 1994).

Increasing numbers of these students are growing up in homes that are not providing the support needed to be successful students in school, as noted in this literary review. The lack of support is due to many problems, a few of which are socio-economic and one-parent families. Whatever the problem may be, many students are still not finding success in school.

Many programs, however, are presently being designed and implemented to help these students, while some programs have been intact for years and have shown great levels of success. Programs cited in this chapter involve the extracurricular activities. Research cited in this chapter has supported that extracurricular activities help bind families, schools, and the community. These activities can help fill in that lack of support from home, and give the student a sense of belonging.

Participation in extracurricular activities has many positive effects on the student. Besides increased self-esteem, leadership

skills, and interpersonal skills, participation in extra-curricular activities has been connected to higher GPAs, test scores, and attendance. The positive benefits of participation are certainly worthy of further evaluation and reconsideration when educators, administrators, and community members discuss cutting extracurricular activities which are being considered. Research definitely shows that if any change should be made to extracurricular activities, in any district, they should be extended into the school day, not be cut from the schedule.

PROCEDURES

Our nation's educational system is under constant scrutiny, forcing many educators to look for areas to change in order to achieve better results. While there are areas that need to be changed, some areas are now effective. Instead of changing, this author feels we would serve the students better by expanding these effective programs, not eliminating or changing the successful components. An example, developed in this paper, would be to extend our extracurricular programs into the school day by making a "homeroom class."

The purposes of this paper will be to provide an extensive

literary review and a plan for a "homeroom class" that principals can use to bond the secondary students' participation in extracurricular activities with the classroom experience, further developing the students' academic achievement and individual success. Research shows that participation in extracurricular activities has a positive effect on the overall success of the student, so this class will do the following: a) serve as an extension for the activities in which the students are currently participating b) serve as a possible link to get the non-participating students involved in an activity that may allow them to enjoy the same kind of success as their participating classmates c) serve as a mediation class to handle "special curriculum" that would normally require taking students from their academic classes and d) serve as an "added curriculum" class to handle extra curricula as they arise.

To develop Part A, a portion of the "homeroom class" time can be used for extension of the extracurricular activity. Athletic teams can have game day meetings and discuss scouting reports, talk about that day's practice, schedule, and objectives, watch a game film, do paperwork (ie. insurance forms, permission slips, physicals, locker checkout, equipment issue, etc.), have fund raisers, or conduct any

aspect of the sport besides the actual physical participation.

Spending twenty minutes in a "homeroom" classroom setting doing paperwork and boardwork can actually save a coach twice that much time outside of the school day, due to inadequate record keeping facilities (locker room or field) and the transition time of getting the players from one activity to the next. This amount of time can then be utilized after practice to do homework, work on projects, or study for tests.

Other extracurricular activities, similar in structure to athletic teams, require the same needs for administrative time, and would also be a beneficial use of the "homeroom class" time.

To develop Part B, students who do not get involved in extracurricular activities do not have as much success in school as their classmates who do participate. Reasons for non-participation vary greatly from being withdrawn and not knowing how to get involved to a general feeling of apathy. Both of these types of students can benefit from this "homeroom class." Every homeroom class is tied to an extracurricular activity. Every student has to pick a homeroom class; therefore, every student will be involved in an activity. The students cannot be forced to spend extra time before or

after school to participate, but they can get a taste of what it feels like to belong to an organization by being involved in activities during "homeroom classes." This could spark an interest the student never knew existed. Now this intrinsic motivation and appeal would be something at school the student could actually get excited about!

To develop Part C, many students have special needs that should be met before they can actually focus on their cognitive needs of learning. A growing number of schools offer programs through the counseling department that help students deal with these needs and problems. At present, however, the only time to work with these students is during lunch or during the student's class time. This pulls the student from one of their few social times with friends (lunch) or from a class in which they may already be struggling. With a "homeroom class", these "special curriculum" needs can be met during this non-academic time, keeping the students in their academic classes.

To develop Part D, times are changing, and with these changing times, are new areas that are constantly being added to the school curriculum. Although there are more subjects being taught, no extra time has been added to the school day, and no more class periods

have been added in order to accommodate these new additions. Subjects such as self-esteem building, study skills, peer pressure, drug awareness, and other skills are a part of this new curriculum. Again, time must be taken from academic classes to incorporate this "added curriculum". These additions are very relevant and can greatly increase the students' productivity, but they can be more effectively taught during a "homeroom class" period rather than trying to incorporate them into the regular academic classes which pull from their academic time. To accomplish this plan for a "homeroom class", the author developed specific components. These areas were: Philosophy and Goals, Background Information, Development Plans, Daily Activities, Special Curriculum, Added Curriculum, Troubleshooting, Teacher Training, and Scheduling Conflicts.

Philosophy and Goals

The philosophy behind the "homeroom class" will vary from campus to campus, depending on the individual needs of that school. A basic framework for this philosophy has been developed for each faculty to personalize in order to meet its individual needs (See

Appendix A). The personalized philosophy will then become a part of the student-parent and teacher handbooks for that school.

As research has supported in the earlier literature review, students who participate in extracurricular activities have higher levels of academic achievement and individual success. In many cases, the researchers are still debating which came first, the chicken or the egg. Does the participation influence higher levels of success, or do the higher-achieving students already possess the qualities that make them successful, and therefore lean toward extracurricular participation to fulfill their need for extra stimuli? Although both occur, the main point of focus for our philosophy is that success breeds success. By being involved with winners, our students could learn how to become a winner. Some students have more to gain through participation than others, but all will benefit in a positive manner. Some students' people-skills may be enhanced, while other students may benefit more through increased self-esteem. Still, others enjoy the success of passing all of their classes when they know their team depends on them. These are a few of the areas the first author has observed in the Keller ISD. Whether the benefits are extrinsic or intrinsic, goals for this "homeroom class" will strive to

reach the needs of the students.

In order to meet the cognitive needs of a student, his or her affective needs must first be met. The plan for this "homeroom class" will meet those needs through several channels. Having a coach or sponsor that cares for the student as a person, instead of as a student needing a grade, will be a first priority. Having lessons that build self-confidence and self-esteem will be another avenue of reaching the student. Being a part of a group, in itself, can help build the student's self esteem and allow him or her to grow. For the more challenging cases, counseling groups will be available. While some goals are for students who require this extra attention, other goals require very little attention and benefit the student with less time consuming activities.

A goal of learning organizational skills is enough to help some of these students increase their grades. Others will benefit more from a time management lesson. Being able to take care of all these areas and more during "homeroom class" will free the teachers and students to concentrate more on the academics for the rest of the day. In essence, the overall goal of this class is to incorporate the success of extracurricular participants with all students through their

participation in their "homeroom class".

Background Information

With permission granted from the principal of Keller Middle School, Keller, Texas, the "advisory class" at the school will be used as a model to develop a basic framework for my plan of the "homeroom class". The Keller "advisory class" meets three times per week, usually Monday, Wednesday, and Friday, during quality time, which is a twenty-five minute segment between first and second periods. A typical advisory period consists of announcements for the first five minutes followed by viewing Channel One, a national news broadcast shown in secondary schools across the United States. The news program lasts approximately twelve to thirteen minutes, so this leaves approximately seven to eight minutes to do a mini-lesson planned for that day. The lessons include areas such as self-esteem building, educational trivia, current events, and Silent Sustained Reading. Other school business taken care of during this time is the reciting of the Pledge of Allegiance on Mondays, fund-raisers, canned food drives, toy drives and any other school activities that do not directly pertain to individual classes. Most home-school

correspondence also goes through the advisory class, such as report cards and school information updates.

The viewing of Channel One is an important factor in keeping the students abreast of the news and current events happening around the world and in their own country. The program is formatted toward the students by informing them on their level, making it easier for them to understand what is happening beyond the world in which they live. Ours has become a very global economy and the students need to see and understand what is happening all over the world in order to be successful later in life. For some students, this is the only news they receive.

The time left after Channel One is used for lessons designed by an advisory committee consisting of five teachers (See Appendix B). The lessons would be designed, based on an advisory committee philosophy (See Appendix C) and responses from a teacher survey given at the beginning of the year (See Appendix D). Special projects and fun competitions were also designed to help build a team spirit among the classes. The committee also develops a six week's calendar (See Appendix E) highlighting all the school events for each student to keep in his or her notebook.

Other uses of the advisory class are administrative in nature. All school-wide testing, such as the Texas Assessment of Academic Skills (TAAS), is done through the "advisory classes". Another use for the advisory class is the Student Support Services (SSS) intervention program. This program is administered through the counseling department that targets at-risk students. These students are at-risk of not finishing school because of grades, personal problems, family problems, or other problems that might be keeping students from realizing their potential. Every six weeks after report cards are distributed, the advisory teachers meet and look over the reports of their SSS students. If there is a problem, such as a drop in grades or conduct or failing a class, a note is made and the counselor will follow-up with that adolescent, hopefully catching the adolescent before he or she "falls through the cracks".

Special projects, done through "advisory classes" are the canned food drive before Thanksgiving and the Comanche "Adopt an Angel" Tree before Christmas. These students learn through giving and helping those down on their luck. Thousands of cans of food are collected each year before Thanksgiving to help families in need. The "Adopt an Angel" project brings the situation closer to home.

Each class adopts an "Angel," an anonymous younger child in the district, who will not be receiving much for Christmas. The class gets a list of things the child needs and wants including coats, clothes, underwear and of course, toys. Some valuable lessons in giving are learned during these times.

Most of the "advisory classes" are divided alphabetically, by grade level. There are a few exceptions. The leadership class, for one, meets during advisory. This is a class of students nominated and elected by their peers to serve the school and student body. They must have an 80 average and have satisfactory or better marks in citizenship. They assist in the advisory competitions, especially the canned food drive and "Adopt an Angel" toy drive. They also function as teacher aids during their elective period, if their schedule permits. Another group that meets during advisory, forming a representative committee, is the Student Council. They are able to conduct their business during the school day, therefore freeing after-and-before school times for other activities.

Another successful program that works side by side with the advisory class is "Success". "Success" meets Tuesdays and Thursdays during Quality Time, the same time as "advisory classes" on Monday,

Wednesday, and Friday. "Success" is a tutorial time for students who can not get to school early or stay late to receive extra instruction from their teachers. Students who are failing a class at the three-week interim progress check or who failed a class at the six-week reporting period are required to attend "Success" in that class they are having trouble in order to improve their grade. This gives the student a chance to receive some extra instruction and bring his or her grade and level of understanding up to a satisfactory level in that class. A priority list is made each three weeks for students who may be having trouble in more than one class. The priority changes each three weeks so each academic subject has a chance to go first and second on the list. The student goes to the success period of the highest priority from that three-week period. All of the students who do not need any extra help and are passing all of their classes have the opportunity to go outside or to the gym, socialize with their friends, or participate in basketball games or other recreational activities.

Development Plans

The initial development of the "homeroom class" will involve

scheduling the students into the actual classes. This will be more challenging for some students than for others. The students should be able to choose their first priority club, activity, or organization to be their homeroom class. Students involved in more than one activity that coincide, or in activities that change throughout the year, will be discussed in the "Scheduling Conflicts" section of this chapter. A list of "homeroom classes" will be posted and printed on the registration form (See Appendix F).

Teachers will be assigned classes, according to their extracurricular duties. Coaches will have their teams, performing arts directors will have their groups, and club sponsors will have their clubs. This will include groups such as journalism, who are responsible for school papers and yearbooks, student council, and any other groups that perform a function for the school. Some teachers will not fit into any of these categories. They have two options.

One option would be to form a club that would be of interest to the teacher, that in turn, could interest a student who has no affiliation with any group or organization. Some examples could be building model airplanes and flying them, boating, skiing, or music

appreciation. Anything that interests the teacher enough that he or she would have a passion to share that interest and passion with the students. Another option, if the teacher is not interested in sponsoring his or her own club, he or she could be used as assistants in classes with large student-to-teacher ratios.

By having coaches and sponsors responsible for the "homeroom class", the students could feel a bond or sense of ease, knowing they have something in common with the teacher/sponsor/coach and that person cares about them as an individual. Those teachers getting students who are not involved in anything will have to begin that bonding process when the class starts. An atmosphere of caring and trust must be formed with the adolescent. Since there are not any grades for this class, pressure to pass is already reduced, making it easier for the teacher to relate to the adolescent in a less threatening fashion.

Daily Activities

To insure success for a class of this nature and to make sure all students are receiving all the benefits possible, a schedule needs to be followed. The schedule can be flexible for each week to meet the

needs of each class. Some times of the year will be busier than other times, and these times will vary depending on the group. The first fifteen to twenty minutes of class need to be uniform for daily classes. During this time, the Pledge of Allegiance can be recited daily or weekly, announcements can be made, official attendance can be taken, and all classes can watch Channel One. The time segment to follow will be for the weekly activities. Weekly activities will be scheduled by each teacher individually. These activities can be done any time during the week, with a few exceptions. There will be two or three predetermined days, set by the faculty, where study hall and tutorials will be conducted in every class at the same time. The rest of the activities are more flexible. A lesson on drug awareness, for example, could be done on Monday in one class and Wednesday in another because there was an important meeting already scheduled for that day (See Appendix B). Another class may wait until Friday before they do that same lesson. The flexibility of the activity portion of this class enables each group to utilize its time for maximum efficiency. Each individual class can do its weekly activities as they fit into their own class schedule.

One area that needs to be brainstormed by the faculty is the

tutoring-study hall portion of the week. The time should be offered two to three times each week to help the students stay in touch with their homework and for special needs and extra assistance. Again, this time should be uniform throughout the school. While some students may be able to get help from their homeroom teacher, others may need to get help from their particular subject teacher. All teachers need to be available for help. Besides study hall and tutorials, this time can also be utilized to work on make-up assignments and group projects. The uses of this time period are only limited to the imaginations and needs of those faculties using it.

The length of time for "homeroom class" may vary, depending on individual school needs. In order to have at least twenty-five minutes for the daily activity, the homeroom period should not be less than forty-five minutes. Anything less would cut into the activity time, causing teachers to feel rushed, which could then detract from the quality of the activity.

Special Curriculum

The "homeroom class" relies on different components of the educational machine (administrators, teachers, counselors, community members, and parents) working together. One of these

components would be the "Special Curriculum." This segment of the class is designed to meet the special affective needs of the students. Researchers such as Purkey and Watson in the mid 1980s contributed to the importance of one of these affective needs and heightened self-esteem.

Despite the importance placed on self-esteem by researchers, psychologists, and counselors, few schools do more than employ sporadic "hit or miss" procedures with selected students in helping in the affective domain. Although there are certainly caring and concerned teachers and other staff in almost any school who influence self-esteem positively, there are few programs in which self-esteem is a primary focus of learning. (Wiggins, Schatz, & West, 1994, p. 239)

Today's students and those at Keller ISD deal with an ever-increasing host of problems on a daily basis. Some of the problems our students deal with include parental abuse, divorce, abandonment, drug and alcohol abuse, and teen pregnancy. At Keller, with so much happening around them, school and homework are not always the first priority for our students. Due to the number of students effected by these unfortunate situations, schools like Keller are

recognizing the importance of a strong counseling program. The cliché, "They don't care how much we know, until they know how much we care" seems to hold true for a growing number of students.

In order to reach the cognitive level of the student, teachers must first go through the affective domain. An empowered counseling staff can help teachers reach these affective areas, thereby making the cognitive teaching time more efficient and valuable in the classroom. An empowered counseling staff is free from many traditional administrative duties such as student scheduling. At Keller, other duties such as psychological testing is administered by a school district psychologist, and an assistant principal is in charge of student scheduling, giving more time to the counselors to implement their programs. An empowered counseling staff is given the time and resources needed to implement meaningful and effective programs. At Keller, when resources are not always available, support is generated through the community. A Keller counselor will meet with local civic organizations, such as the Rotary and Lion's Club, and share what is happening in the school and what kind of support is needed. This support ranges from money to volunteers for the mentoring program. The community is always

supportive and wants to help however it can. When the special needs of students are addressed, like those in Keller, their affective shields are lowered, allowing the teachers to reach the cognitive needs a little easier. This "homeroom class" would give our counseling staff more time to implement diverse groups and complete programs such as some of those at Keller (See Appendices G & H) or combine effective portions of different programs, to meet the needs of students in particular situations. Approximately 10% of the Keller students benefit through current programs. Twice as many could benefit through "homeroom classes" because of the extra time.

Added Curriculum

By having different "avenues" to work with the students, the different needs of our students have more opportunities to be met. While the counseling department using the "special curriculum" will primarily focus on the special needs of the students with greater emotional problems, the homeroom committee will focus on all of the students, keeping in mind that all adolescents need a little extra attention and help at one time or another. The homeroom committee can consist of teachers, with the option to include administrators,

counselors, paraprofessionals and parent volunteers. The faculty will decide the actual representation of the committee. The current advisory committee at Keller consists of five teachers. It could be made into a homeroom committee by adding one counselor and one parent who is active in the community. This would keep the committee at a good working number and have good representation of those who actually work with the students. The homeroom committee will be responsible for planning the activities that will be done in the "homeroom class".

The activities developed by the homeroom committee become the "added curriculum" and could consist of lessons from teachers' personal files, activities developed through committee brainstorming, and complete curriculums that deal with subjects other than the "core" curriculum. These lessons and activities compose the "added curriculum." Some sources used in Keller could be used to develop the "added curriculum." Quest, Teens in Action, Saturday Scholars, and Premier School Agendas are a few of these sources.

One of the sources, Quest, is a complete curriculum which has been designed by Lions Clubs International and Quest International (See Appendix I). Though the whole program is effective and worthy

of use, time or financial constraints may not enable implementation of the whole program. The homeroom committee or counselors can pull specific sections from the program, and implement them to fit the needs of the school. Teens in Action, another program or curriculum that has many effective lessons to draw from, is actually designed for a Life Management Skills class (See Appendix J). Quest and Teens in Action are both designed to help the students cope with some of the most turbulent years of their lives. Both programs focus on developing the individual person, and encouraging students to take charge of their lives and become a productive part of society.

Another program in Keller is the General Telephone Electric (GTE) Saturday Scholar Program, which bonds the business community with the school (See Appendix K). This program actually takes place on Saturday but it can be coordinated and publicized through homeroom. The motto of this program, "it takes a village to raise a child," illustrates the need for involvement of those in the community. Volunteers from GTE, who are carefully screened and trained by their company (See Appendix L), donate time on Saturday mornings to tutor students needing extra help in their classes. This program has been very successful in Keller. The first Saturday

Scholars group at Keller in the fall of 1995 consisted of fourteen students. By the spring of 1996, twice as many students were receiving help on Saturday mornings.

The homeroom committee can use tutorial times and Saturday Scholars to help develop the cognitive needs of the student. The affective needs can be met through Quest and Teens in Action. Premier School Agendas has a program that offers a tool that can help build physical habits, which can lead to success in school and life. These physical habits include goal setting, time management, and study strategies. Every student receives an Agenda planner notebook which is the size of a spiral notebook that fits in a three-ring binder. The notebook includes lessons, complete with objectives and outcomes, on developing goals, time management skills, and study skills. The notebook also contains a daily planning calendar that the students can use to keep their assignments and projects in order. The Agenda theme is "If I plan to learn, I must learn to plan." Great efforts are put forth in this program to help the student become more goal-oriented and organized through planning.

Other positive benefits such as communication are increased with the use of the agenda. Many parents from Keller will review

their adolescents' daily lessons and check to see that all of the homework is complete. If there is a problem with the student not recording the complete daily activities and assignments, the teacher can check and initial his or her entry daily, solidifying the communication between the parents and teachers. Notes can also be recorded on the agenda for further parent-teacher communication.

Another form of communication that Keller will implement in the fall of 1996 through the agenda is a hall-pass system. There will be a pass in the agenda notebook that the teacher must date and sign in order for the student to leave class. This will help prevent students from getting out of class every period to use the bathroom or get a drink of water, missing quality learning time. This will also be another motivation for the student to keep his or her agenda up-to-date.

Troubleshooting

Anytime a new program is implemented, there will be situations arise that may possibly have been overlooked in the planning stages of the program. One situation that could be overlooked at Keller is a classroom large enough for the football team. Since Keller generally has over 150 seventh grade football

players, extra care needs to be taken to make sure all of these students are accounted for and have a place to meet. To avoid as many problems as possible, it would be beneficial to have a staff brainstorming session during an in-service day prior to implementing the "homeroom class". During the spring semester prior to implementation in the fall, a two-hour portion of a faculty in-service day could be used to introduce the program and receive feedback from the teachers. In Keller, meetings such as this help the teachers prepare better for the fall semester. This session would allow for some brainstorming, and give the teachers a chance to think about their own "homeroom class". It would also allow the faculty to modify the program to meet its needs. The faculty would become more familiar with the program and could begin to show ownership as these individual ideas are incorporated.

At Keller, when our entire faculty works together to identify and solve potential problems, programs have much better chances to be effective and successful. Potential problems from across the different departments and groups can be minimized, because viewpoints from these departments and groups will be represented in the brainstorming session. For example, the Drum Major for the

marching band may also be the Math Club President. The band director and math club sponsor would be able to work together to find a compromise of homeroom time that would most benefit the student. Some areas to examine could include teacher training, student-scheduling conflicts, time constraints, and placement of students.

A homeroom committee needs to be formed within a few weeks after the initial meeting. This would give the committee time to start compiling ideas and develop a curriculum. This would also allow the committee to help with the student scheduling and distribution of the classes.

Teacher Training

Starting a "homeroom class" from scratch, just as with any other program, will require a certain amount of teacher training. At Keller, this training would start in the initial spring meeting and be followed up before school starts in the fall. It will be extremely important for the class supervisors to "buy" the idea and want to make it work. If the teacher thinks of that class as a waste of time, then that class will be a waste of time. The teacher may decide to use that time for an extra conference period to plan or grade papers

or just read the newspaper. The students would lose in a situation like that. This class needs a leader and facilitator to make the most out of the time and lessons. A teacher who takes roll and keeps the class under control and quiet so as not to bother him or her will not convey the importance of the lessons the students could learn during this time. This is why the teachers must "buy" the whole concept of the homeroom class. At Keller, more than 75% of the teachers would readily accept this program and go with it. The other almost 25% will need a little special attention and support to help them overcome their skepticism.

An area that can help with this problem is to make sure the homeroom committee works and communicates well with the rest of the teachers. As they design the lessons to be implemented, they can communicate the benefits of the lesson to the teachers. Letting teachers have plenty of input will also help keep the class progressing on a positive note. The Keller advisory committee does a good job with this kind of communication through newsletters and personal visits. As the Keller committee works on planning, they also follow-up with questionnaires or surveys to determine the effectiveness of the lessons being implemented. It would be good for

the homeroom committee, in this same fashion, to check for implementation and consistency across the classes and evaluate the effectiveness of the lessons, where possible.

Many parts of the lesson can be evaluated, such as the amount of participation and interest the students show during the class but many of the benefits of a class of this nature will never be observed by the teachers conducting it. These teachers will have to wait to see that student do something good in the future, and believe that he or she made a contribution to that adolescent's success. If they are a part of that skeptical minority, they will need to look for the possible benefits and might need to do a little self re-evaluation, remembering why they are in the teaching profession. Sometimes, a little intrinsic motivation is all it takes.

Scheduling Conflicts

Another area that requires ongoing discussions is the scheduling conflicts. The students must be held accountable to be somewhere at a certain time. If the student is a captain on the football team, Vice-President of the National Junior Honor Society (NJHS) and President of Student Council, he may have trouble trying to decide which class to attend. Trying to prioritize these groups is

very difficult because they are each important.

A possible solution for this problem would be to make the most time consuming activity first priority. In most cases, that will put athletic and performing arts students in athletic and performing arts homeroom classes. This is where the class time can be the most optimally utilized. As the athletic seasons change, the students' homeroom classes will as well. This should not pose a major problem for the students. At Keller and most other schools, the students who participate in more than one sport know their teammates and coach, so when they change into a different "homeroom class", they are already familiar with their new class and teacher.

Many questions may arise after this amount of information is given. At Keller, there would be concern about the National Junior Honor Society and Student Council. Many of the students involved in these organizations are also involved in many other activities that would have high attendance priorities such as in-season athletics and performing arts. One solution might be to put a Master Calendar in the teacher workroom and let groups such as these schedule meetings on days when there are not a lot of extra activities occurring, such as concerts or games. There may be a case where the

entire Student Council is involved in other, more time consuming activities. In this case, there may not be a Student Council class, and Student Council meetings would be called only when necessary.

One problem that will appear immediately is the apathetic student involved in nothing. At Keller, this would be close to 50% of the students. Some of these students do not know how to get involved while others have no interest to get involved. These students will have to choose a class. With all of the special interest clubs the teachers will be starting, there is a good chance that at least one will catch the students' attention. Whether there is interest or not, the students will be in a class due to the emphasis on success at schools such as Keller. These are the students that need the most attention. The "Special Curriculum" will be utilized more in these classes for that reason. In many cases, these are also the students that cause the most disruptions. Due to the high degree of attention that is needed by these students, their classes will be smaller in size. Ten students to one teacher or class supervisor would be optimum in a school such as Keller. Both authors feel that this will allow the teacher or supervisor more opportunity to work with the students in need, while holding the discipline problems to a minimum.

When discussing discipline, time is always a key factor. The length of time for this class needs to be long enough to get all of the activities finished, but not too long to cause "dead time" for the students to get restless and start looking for other things to do, which is when many discipline problems occur.

From a practical standpoint, there must also be enough time in the day to allow for this class. There may need to be some rescheduling for start time or finish time of school. For larger districts such as Keller, this would be the greatest problem. Due to tight bus schedules, the beginning and ending of the school day varies at each school and is dictated from central administration. Both authors realize that changing a school schedule at that level would involve major district restructuring. It would take a great amount of time, money, and effort to propose such a change and then would have to be passed by the school board. A smaller district, on the other hand, would have greater flexibility in scheduling and extending the time of the school day, if needed.

There will always be pros and cons when implementing new programs. The key to success is to focus on the "pros" and approach the "cons" with an open mind, looking for solutions. A plan such as

this can greatly help large schools such as Keller, by giving every student a chance to be involved and be somebody, not just another face in the hall. The hallways are full of cracks for these students to fall through. We must find ways to catch these students and hang on to them, even if it is as simple as getting them involved in their "homeroom class."

CONCLUSIONS

With today's crime rate, overcrowding in juvenile centers and prisons, large numbers of people unemployed, and children growing up in one-parent households, it is obvious that our children and adolescents are not receiving the all of skills and lessons of life they need to succeed in the world today. While some argue that it is not the job of the schools to address these areas of life, someone is going to have to or the problems of today will escalate into greater tragedies tomorrow.

Today's education is tomorrow's future. Without a doubt, today's educational system is reaching more students than ever before. With the current trends of unsatisfactory school reports, the schools are constantly working to improve their methods of reaching

these increasing numbers of students. Change seems to be the underlying theme for this improvement. While tremendous change is needed in some areas of education, the authors contend that other areas may be served better if they were expanded upon, rather than changed.

Extracurricular programs are one of these areas. Having been under scrutiny for years, many scholars feel the time spent in extracurricular activities takes time away from the academic studies (Marsh, 1992; Melnick, Sabo, & Vanfossen, 1992; Slater, 1988). Research has proven the opposite to be true (Brown & Steinberg, 1991; Gholson, 1985; Klesse, 1994; Reese, 1990; Wu, 1992). Students who participate in extracurricular activities spend more time studying and are more successful in school than their peers who are not involved in any activities.

Instead of cutting the extracurricular activities, the schools could incorporate them into the school day by making a "homeroom class" out of the different extracurricular activities. The teacher, coach, or sponsor has a chance to build a deeper rapport with the students because of the extra time they spend together. These relationships help develop the self-esteem and confidence of the

student, the attributes that are so important for success.

By expanding extracurricular activities into the school day, as noted in this paper, all students would have the opportunity to be involved in one way or another. Many students are not involved in any type of extracurricular activity for a number of reasons. Whatever the reason may be, they would then have a chance to be involved. They could choose from several interest clubs that the teachers would sponsor. Hopefully, with the additional clubs and activities, every student could find something he or she they might have some interest in. Once the student is in a class, "it only takes a spark to get a fire going."

It is true, "you can't make a thoroughbred out of a jackass," but you can develop that jackass into a productive part of a team. Although students could never be compared to animals, there are similarities in this analogy. Not every student is going to be a high ranking official in major corporations or government, but every student will be out of school and must find a way to support himself or herself. The more tools that a student receives in school, the better equipped he or she will be to build a responsible and productive life afterwards and to understand the importance of

being a lifelong learner.

Many of these tools are developed through participation in extracurricular activities. Success tools such as self-esteem, confidence, leadership, and responsibility are just a few of the many traits developed. When one student has another student depending on him or her to get a job done, more is learned by both parties than could be learned from a book in a lifetime.

As stated in earlier chapters, some educators do not see the advantages of participation in extracurricular activities. They see the students spending hours after school, "playing" when they could be studying or working on projects. Why then do students who participate in extracurricular activities do better in school than those who do not? No one knows all the answers or multi-faceted reasons.

It has not been decided if participation in extracurricular activities actually has a direct reflection on grades or if the students who participate are the type of students that would have good grades anyway. The answer here is not as important as the implications of the question. The key is that those who participate do better than those who do not. More effort needs to be focused toward getting all students involved in extracurricular activities,

thereby raising the success rate of all students.

Motivation is an essential element in achievement. For an adult, it may come in the form of a paycheck, but it is motivation nevertheless. The same holds true for students. Extrinsic motivation, such as working to make good grades in order to stay on the team may not be the most desired form of motivation, but it is a start. Many students are motivated this way, which may be the only motivation they have ever known.

For others, participation in extracurricular activities has gone a step further. Students have developed self-discipline, cooperation, leadership, responsibility, self-control, and other desirable traits through their participation in extracurricular activities. These students excel in their academic and personal lives because of the intrinsic motivation they have developed. This same motivation will guide them to be successful and productive citizens as they grow older. The extrinsically motivated student will develop this form of intrinsic motivation by his or her association with those that possess this type of motivation and such inner desires.

Through this motivation, students are developing the tools that will make them team leaders or productive members of that team.

It will not be their athletic team, but their work team in a career field they choose. Their future is our future, and what they learn in junior high and high school will have a great effect on that future. Extracurricular activities provide the lessons and tools that will help make the secondary students' secondary school career a success, but more importantly, prepare him or her for a successful future, thereby insuring all of us a future we can look forward to.

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APPENDICES

60

62

Appendix A: Philosophy Framework

Research shows that students with higher self-esteem, achieve higher grades and more success than students with low self-esteem. Participation in extracurricular activities has proven to increase self-esteem and student achievement, therefore, extracurricular clubs and organizations will be the "homeroom classes," so all students will have a chance to participate and increase their successes and achievements in school. This will be done through actual participation in the club, activity, or organization and through a specially designed curriculum that blends multiple success-directed objectives with the caring and nurturing of the coach, sponsor, or counselor. At Keller, these people have already developed a rapport with their students which increases the effectiveness of the success-directed lessons.

Appendix B: Sample Lesson

AFRICAN-AMERICAN LEADERS LESSON

TEACHER'S NOTE:

February is Black History Month. The following trivia game tests students' familiarity with famous African-American leaders in the world of politics, military, sports, medicine, education, and entertainment.

Suggestions for activity:

- Have the students work independently
- Set a time limit of 5 minutes
- The student with the most correct answers receives a prize
- Discuss answers

KEY:

- | | |
|----------------------------|------------------------------|
| 1. Daniel Hale Williams | 10. Arthur Ashe |
| 2. Emmitt Smith | 11. Booker T. Washington |
| 3. Bill Cosby | 12. Rosa Parks |
| 4. Jesse Jackson | 13. Barbara Jordan |
| 5. Crispus Attucks | 14. Florence Griffith-Joyner |
| 6. Spike Lee | 15. Alice Walker |
| 7. Oprah Winfrey | 16. Michael Jordan |
| 8. Martin Luther King, Jr. | 17. Malcolm X |
| 9. Colin L. Powell | 18. Bryant Gumble |

STUDENT WORKSHEET: AFRICAN-AMERICAN LEADERS

ROSA PARKS	MARTIN LUTHER KING, JR.	EMMITT SMITH
ARTHUR ASHE	BOOKER T. WASHINGTON	BILL COSBY
BRYANT GUMBLE	DANIEL HALE WILLIAMS	ALICE WALKER
MALCOLM X	FLORENCE GRIFFITH-JOYNER	OPRAH WINFREY
MICHAEL JORDAN	COLIN L. POWELL	SPIKE LEE
BARBARA JORDAN	JESSE JACKSON	CRISPUS ATTUCKS

1. performed first open heart surgery---
2. one of the greatest backs in NFL history---
3. popular comedian---
4. founded National Rainbow Coalition (reverend)---
5. first to die in Boston Massacre---
6. film director, actor, writer, producer---
7. famous female talk show host---
8. civil leader, famous for the speech "I Have A Dream..."---
9. chairman joint chiefs of staff---
10. won US Open, Australian Open, Wimbledon---
11. educator and statesman---
12. refused to give up seat on bus---
13. 1st black woman in Texas Legislature---
14. fastest woman runner in the world---
15. wrote Pulitzer Prize-winning novel, "The Color Purple"---
16. NBA "Rookie of the Year"-1984---
17. civil leader, member Nation of Islamic, incited riots---
18. news show host---

Appendix C: KMS Advisory Philosophy

ADVISORY NEWSLETTER

As an Advisory Planning Committee, we wanted to share our philosophy with you in order to inform you and in hopes of receiving feedback with regard to what is most important to you. Our goal is to tailor lessons for your advisory class that also meet the established guidelines of previous committees.

The following were factors we considered in planning lessons for you throughout the year.

- *Teacher Input--After the 1st survey, we met with Mr. Baker in order to make some changes which you indicated by majority as good ideas. SSR was implemented, additional Study Hall days were added in Six Week test weeks, and we received approval to provide lesson copies and funds for prizes.
- *Ease of preparation--This year's committee felt that it was in the best interest of teacher and student to provide clear instructions, to copy the numbers of lessons for you in order that the teacher would not have to "scramble" at the last minute to prepare for the advisory lesson, to provide information about prizes when applicable, and to provide information follow-up, such as whose mailbox to return lessons or who to talk to if you had questions.
- *Time--We all know how hard it is to have a SHORT and EFFECTIVE lesson. After a little trial and error, we have tried to fit lessons into 7 minutes and to be finished in one class. Where it was a competition, we tried to schedule several days for your class to complete the task.

- *Interest--We tried to provide lessons which were instructional but also held the students' interest.
- *Thematic Approach--When possible, we tried to help implement this approach by providing additional lessons that addressed the theme.
- *Instruction--We established from the beginning of the year that lessons should be enjoyed by the students, but at the same time they should have instructional value.

We continue to strive to be an effective committee and to represent both teachers' and students' needs.

Valerie, Glenn, Sue D., Heather, and Karen A.

Appendix D: KMS Teacher Survey Results

ADVISORY NEWSLETTER 2/5/96

In the past semester, this year's advisory committee has attempted to represent you based on our experience as advisory teachers and on the results of the survey taken at the beginning of the school year. Many of you have talked with us and brought your questions and concerns to us individually. We would like for you to continue to feel free to communicate with us in the same manner however, we also want to implement other effective ways to help you in your advisory class.

To begin, we wish to report the results of the survey taken during the first Six Weeks.

A total of 21 out of 39 surveys were received. Each response is represented in numbers of teachers voting for particular categories. Not every teacher voted with a response to all questions. Some questions allow for more than one response from each teacher.

1. What types of lesson interest you the most?
study skills - 9 decision making - 10
self-awareness - 8 drugs/alcohol - 7
multi-cultural - 5
2. Do you utilize study hall?
Yes - 21 No - 0
3. Do you utilize current events days by leading a discussion after viewing Channel One?
Yes - 18 No - 3
4. Would you implement Silent Sustained Reading?
Yes - 18 No - 2

5. What subjects would you like to add for advisory lessons?
The following results are summed up since many suggestions were duplicated.
More Trivia, Gang Awareness, Student-made Videos, TAAS, Motivation Lessons, Responsibility, Geography
6. What types of advisory competitions do you prefer?
trivia - 16 door decorating - 8
volleyball - 15 other - 0
basketball - 14
7. Please rate video lessons from 1 - 5. 5 = highest
(We realize that there was not a point of reference to make this a meaningful response.)
8. Please check subjects you would be interested in having for video lessons.
personal safety - 9 environment - 13
careers - 12 special speakers - 10
9. Which of the following do you prefer?
teacher led discussions - 6
worksheets - 9
group project/activity - 6
student groups/partners - 12

A suggestion box will be placed in the workroom in the next few days, and we encourage you to use it. Follow-up by this committee will be immediate. Basketball competitions will begin soon, followed by volleyball during the last Six Weeks. Another survey will follow shortly with the hopes of continuing to increase our communication and effectiveness on your behalf.

Valerie, Glenn, Sue, Heather, & Karen A.

Appendix E: KMS Six-Week Calendar



Fourth Six Weeks



Monday	Tuesday	Wednesday	Thursday	Friday
			January 4	5
			Calendar & NJHS Citizenship	NJHS Citizenship 2 Fri & Sat 7th Girls-88 Championships Sat. 6th 7th Boys-88 Championships
8	9	10	11	12
Thematic--Weather Pictures 7th Boys at Home 7th Girls at Central 4:00	Thematic--Weather Pictures	Success Cross Country Meet Chisolm Park	Success 8th Boys at Home 8th Girls at Central 4:00	SSR--Bring a book to Advisory! Sat. 13th 8th B-Colt Invt. 8th G-Bronco Invt.
15	16	17	18	19
In-Service Student Holiday	Success	Study Hall 7th Boys at Grapevine 7th Girls at Home Cross Country Meet Chisolm Park	Success 8th Boys at Grapevine 8th Girls at Home 4:00	Famous People Crossword
22	23	24	25	26
Math & Logic 7th Boys at Home 7th Girls at Heritage 4:00	Success	Current Events Cross Country Meet Chisolm Park	Success 8th Boys at Home 8th Girls at Heritage 4:00	SSR--Bring a book to Advisory! 26th & 27th 7th B-Comanche Invt. 8th G-Rams Invt.
29	30	31	February 1	2
Geography 1 7th Boys at Home 7th Girls at Colleyville 4:00	Geography 1	Success Cross Country Meet Chisolm Park	Success 8th Boys at Home 8th Girls at Colleyville 4:00	Geography 3
5	6	7	8	9
Creative Writing 7th Boys at Home 7th Girls at Fossil Hill 4:00	Success	Study Hall Cross Country District Meet Chisolm Park	Success 8th Boys at Fossil Hill 8th Girls at Home 4:00	SSR--Bring a book to Advisory!
12	13	14	15	16
Presidents Puzzle	Success	Success	Current Events	In-Service Student Holiday

Credits: KMS Advisory Committee, 1995-1996

Appendix F: "Homeroom Class" Activities List

Possibilities for homeroom classes, but not limited to these activities, would be:

- * Athletics
- * Cheerleaders
- * Drill Team
- * Fine Arts
- * Journalism
- * National Honor Society
- * Spirit Clubs
- * Student Government
- * Student Interest Clubs
- * UIL Competing Teams
- * Vocational Clubs
- * Apathy Club

Appendix G: KMS Counseling Groups and Programs

COUNSELING CENTER

Now that we have settled into the school year, many of the counseling programs are getting underway. These are all designed to assist our students in their social-emotional growth as well as in their academic growth. Below is a list and explanation of various counseling opportunities. Please contact the counseling center if you feel your child could benefit from any of these.

SUPPORT GROUPS:

Groups meet during lunch one day a week for six weeks.....

INSIGHT GROUP focuses on awareness of behaviors that may be interfering with home and school and provides tools for change

COMMUNICATION GROUP focuses on developing the skills needed to resist "following the crowd" and the skills used in making wise choices

DIVORCE GROUP focuses on the coping skills needed for dealing with the life changes that come with divorce

ANGER MANAGEMENT GROUP focuses on teaching ways to deal with anger appropriately

TEST TAKING SKILLS GROUP focuses on the strong student who continues to struggle with low scores on TAAS or other standardized tests

SELF-ESTEEM GROUP focuses on feeling good about one's self and on appreciating one's strengths as well as one's differences

SUCCESS IN MIDDLE SCHOOL focuses on organization and study skills

CONFLICT RESOLUTION GROUP focuses on learning to settle differences in ways that are both safe and productive

MENTOR PROGRAM

The Mentor Program is comprised of community adults willing to spend one hour a week with a KMS student. Adults are always needed, but we make every effort to place as many students as possible.

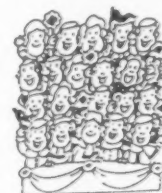
POSITIVE STEPS

Positive Steps is our family counseling program for Keller I.S.D. The entire family may be involved in counseling on Monday evenings at 6:30p.m. at Keller First United Methodist for a fee of \$75.00. The program is designed to address developing concerns in child or adolescent behavior.

WELCOME HOUSE

United Way provides free individual counseling for students ages 10-17 in K.I.S.D. through Welcome House. Welcome House also assists in providing counselors to help with support services. Referrals for students to Welcome House may come directly from parents by calling 284-3888.

WE LOOK FORWARD TO WORKING WITH YOU!!



Appendix H: KMS Mentor Program

KELLER INDEPENDENT SCHOOL DISTRICT MENTOR PROGRAM

GUIDELINES FOR MENTOR / STUDENTS

1. The student agrees to attend school daily, attend tutoring sessions as needed, make every effort to improve his/her grades, and visit with his/her mentor as requested. The student agrees by signing a contract detailing his/her responsibilities.
2. The student may participate in the Mentor Program only after his/her parent signs the Parent Permission Form.
3. The mentor will meet with the student on the student's school campus.
4. The mentor may provide rewards which allow students to remain on campus.

KELLER MIDDLE SCHOOL**MENTOR PROGRAM****PARENTAL PERMISSION FORM**

I am the natural parent or guardian of the below-mentioned student. I have reviewed the materials provided to me regarding the Keller Middle School Mentor Program, including the Letter to Parents, Program Guidelines, and the Contract signed by my child. I understand that my child will meet with a member of the business community on an informal basis to assist in improving my child's academic performance. I understand that the Mentor assigned to my child is a volunteer of the Keller ISD.

I further consent to the disclosure to my child's assigned Mentor of information contained in my student's educational records, as deemed necessary for my child's educational development by my child's counselor, principal, or assistant principal. This consent is given pursuant to the Family Educational Rights and Privacy Act, the Hatch Amendment, and all other State and Federal privacy statutes.

It is my desire that my child enter the Keller Middle School Mentor Program and meet with his/her Mentor.

Student's Name

Parent's Signature

Address

Date

Home Phone Number

Work Phone Number

MENTOR PROGRAM CONTRACT



In return for having a Mentor, I do hereby agree to:

- 1. Attend school daily.*
- 2. Improve my grades.*
- 3. Attend tutoring sessions as needed.*
- 4. Meet with my Mentor.*

Student's Signature

Principal's Signature

Counselor's Signature

Assigned Mentor: _____

BENEFITS TO MENTEES

*From The Mentor Handbook
by Susan G. Weinberger, Ed.D.*

Mentors frequently ask: Am I making a difference? What are the signs of progress that can be considered successful in a mentor / mentee relationship? For some, it may be ten years before a "former" mentee looks back, in retrospect, and says - "you know who made a difference in my life? My mentor ... when I was in second grade."

Below are the signs of success which mentors observe from mentees as a result of the relationship. Teachers notice the same improvement. Remember the key —

P A T I E N C E Every relationship is different.

- | | |
|---|------------------------|
| * Improved Attendance | * Improved eye contact |
| * Raising a hand more often in class | * Smiling |
| * Increased communication | * Happier at school |
| * Taking more risks in class and with friends | |
| * Improved interactions with peers | |
| * Improved appearance | |
| * Increased consideration of others | |
| * Decreased hostility | |
| * More enthusiastic | |
| * Fewer trips to the principal's office | |
| * Reduced detentions | |
| * Improved attitude | |
| * Improved academic performance | |
| * Paying more attention | |
| * Opening up to the mentor | |

DONT'S OF HELPING

1. Don't get discouraged if your student's progress does not meet your expectations.
2. Don't get discouraged if you offer caring and the student doesn't respond. The student's self-esteem may be so low that he or she may believe he or she is unworthy of your concern.
3. Don't get discouraged if the student gets worse before he or she gets better. He or she may be testing you.
4. Don't feel awkward with silence. Use silence to allow the student to make choices.
5. Don't take ownership of the problem. The problem belongs to the student.
6. Don't become overly involved. Decide in advance how much time you are willing to give to your student.
7. Don't expect the student to make quick changes in attitude or academic achievement.
8. Don't feel you need to have all the answers. Admitting to not knowing an answer does not mean that you have failed your student.
9. Don't wait for the student to initiate visits or phone calls. Most of the students may be reluctant to do so, and may depend on the mentor to establish the relationship.
10. Don't wait too long before contacting the teacher or counselor about problems or questions you might have.

DO'S OF HELPING

1. Do work for gradual progress, not "F" to "A". Most of the students need academic help in at least one subject area.
2. Do take time to establish rapport. You may not get to academics for several sessions.
3. Do focus on one area, subject or problem.
4. Do keep the student's information confidential, as long as he or she is not planning to hurt himself or others.
5. Do try to speak with the student's teacher(s) or counselor as needed.
6. Do be prepared for the student's appearance and language. Be aware of your own feelings about student's hair, use of profanity, and clothing fads.
7. Do be aware of limitations. You cannot change the student's home situation.
8. Do remember that everyone has some strengths. You may need to look hard to find them. Remember to give positive reinforcement, when possible.
9. Do remember everyone needs to feel valued in order to act responsibly.
10. Do remember that listening is the supreme act of caring that we can offer another person.
11. Do be yourself. If you are uncomfortable in a situation, seek help from a school-based person or the program coordinator.
12. Do be aware that the student's value system may be different from your value system.
13. Do honor school policy by checking with administration before leaving the school grounds. Think about protecting yourself (liability).
14. Do realize that you may not be able to reach every child. Some students may still drop out or not make any progress. Responsibility for change lies with the student, not you.
15. Do help the student see practical advantages of a high school diploma from your unique perspective.

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STUDENT PROFILE SHEET

Please complete the following by printing and return the forms to your counselor.

Name: _____ Phone Number: _____

Address: _____ Birthdate: _____

City _____ State _____ Zip Code _____ Grade: _____

How many brothers or sisters do you have? _____ None _____ Sisters _____ Brothers _____

My favorite TV show is _____

My favorite subject in school is _____

The subject I like least is _____

Three jobs I would like to find out more about are _____

I would like some extra help with my schoolwork. _____ Yes _____ No

Please circle any of the activities below that interest you. List others in the blank spaces.

Basketball Football Dance Martial Arts Cars Games

Baseball Camping Hiking Fashion Cooking Golf

Music Shopping Art _____ _____ _____

I hope my mentor will _____

I am really good at _____

Two things I really like about myself are _____

MENTOR PROFILE SHEET

Name: _____

Occupation: _____

Phone number where you can be reached: _____

What is your family like? _____
_____What kind of music do you like? _____
_____Who is your favorite singer? _____
_____What is your favorite television show? _____
_____What is the funniest thing that ever happened to you? _____
_____What do you enjoy doing for fun? _____
_____Describe your typical week day. _____
_____What is the most embarrassing thing that happened to you? _____
_____What kinds of things might you do with your mentor? _____
_____**Adapted from the Clemson Crossroads Program*

Appendix I: Lions Club/Ouest

A Message from Lions Clubs International and Quest International

The hope of every nation in the world is its children. As teachers, counselors, and group leaders, we have an opportunity to touch the lives of young people every day. Next to the family, the schools are the most important institution in society charged with guiding young people to become productive citizens. We can make a real difference. Through our caring, understanding, guidance, and teaching, we can affect history.

How do we encourage our children to grasp each opportunity and strive to be the best they can be? We need to teach them more than the capitals of the world and the computation of numbers. We must also help them to develop a respect for life, for themselves, for their bodies, and for others. We must guide them in discovering who and what they are. Aristotle said, "The unexamined life is not worth living." We can help them to develop a sense of life's meaning.

With our help they can understand the importance and beauty of reaching out to their fellow human beings. We can remind them that they have the capacity to become whatever they aspire to.

We thank you for being where you are and for choosing, through this program, to touch the lives of young people in a most important way.

Your friends at
Lions Clubs International
and
Quest International

AVAILABILITY OF THIS CURRICULUM

Why is the *Skills for Adolescence* curriculum available only to those who attend a training workshop?

Our experience, supported by considerable research, has shown that even the best materials are only as good as the facilitator's skills. The workshops give potential program leaders a solid background on the program goals and hands-on experience with the materials. But, as important as it is to develop these skills and learn important information, something else happens at a workshop that no written set of materials can convey. The entire workshop serves as a model of what can take place in a *Skills for Adolescence* class. Learning factual information is blended with skill building and human interaction. Under the leadership of the Quest trainer, the participants work closely together and explore ways to help young people develop responsibility, self-confidence, self-discipline, and a commitment to helping others.

This does not mean that the *Skills for Adolescence* materials are not available for review and evaluation. Anyone who wishes to read and study the curriculum should contact us for names of people in their regions who will be happy to share information about the program, including materials for review. Furthermore, the *Skills for Adolescence* workshop is open to anyone in the helping professions, including parents, clergy, teachers, counselors, administrators, and representatives of community agencies.

For further information contact:

Lions-Quest Program
Quest International
537 Jones Rd.
P.O. Box 566
Granville, Ohio 43023-0566

800/446-2700 U.S. (except Alaska, Hawaii, and Ohio)
800/265-2680 Canada
800/233-7900 Ohio
614/587-2800 Alaska and Hawaii (this is a toll call)

COOPERATING ORGANIZATIONS

American Association of School Administrators

National Council of Juvenile and Family Court Judges

National Federation of Parents for Drug-Free Youth

National PTA

National Middle School Association

Pacific Institute for Research and Evaluation

I. A BRIEF OVERVIEW OF THE PROGRAM

The heart of the Lions-Quest *Skills for Adolescence* program is a series of 95 sequential, skill-building sessions for grades 6-8 that can be adapted to a variety of settings and formats, including mini-courses, semester courses, and courses spanning one, two, and three years. The 45-minute sessions are arranged in seven units, each with its own distinct theme:

1. Entering the Teen Years: The Challenge Ahead
2. Building Self-confidence Through Better Communication
3. Learning About Emotions: Developing Competence in Self-assessment and Self-discipline
4. Friends: Improving Peer Relationships
5. Strengthening Family Relationships
6. Developing Critical-thinking Skills for Decision Making
7. Setting Goals for Healthy Living

Each unit contains a wide variety of classroom activities that include reading, writing, discussions, sharing the results of homework assignments, guided practice in skills the program teaches, and large-group and small-group projects. In addition, the program places a strong emphasis on service learning—the development of school and community projects that involve students actively in their own learning by offering service to others.

In addition to this manual, the program materials include:

- *Changes: Becoming the Best You Can Be*, a student textbook with articles and short stories that relate directly to the content of the seven units
- *Activities and Assignments*, a student workbook for homework assignments and group projects; also included in the workbook is a reflections notebook section in which students

are encouraged to write responses and thoughts relating to each day's lesson

- *The Surprising Years: Understanding Your Changing Adolescent*, a book for parents about the early adolescent years with practical tips for dealing with predictable problems and issues
- *Supporting Young Adolescents: A Guide to Leading Parent Meetings*, which provides detailed instructions for a series of four parent meetings that are closely coordinated with the contents of the curriculum and the parent book.

Skills for Adolescence does not rely exclusively on manuals, books, and other materials to ensure successful implementation. All teachers and group leaders who offer the course are required to participate in a three-day training workshop sponsored by Quest International that prepares them to teach the course. The program materials are not available without this training.

The program also offers various forms of follow-up training and support. These include:

- The *Quest Energizer*, a quarterly publication that offers ideas and activities to expand and continue the program
- Follow-up training workshops and networking meetings
- Technical assistance through toll-free telephone lines

In short, *Skills for Adolescence* offers a comprehensive approach to improving the health and well-being of young adolescents through a multifaceted school-based program and extensive parent and community involvement.

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Appendix J: Teens in Action



TEXAS EDITION



Teacher's Resource Guide

Authors

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 Family and Consumer Studies
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To You, The Teacher...

Teens in Action is written to create an action-centered classroom that can help young teens learn to take charge of their lives. Choosing, deciding, and doing are important components of an action-centered classroom. Each component requires the use of thinking skills. Students are actively involved in academic inquiry, discourse, and skill development as they use this text. Action is the result of thought processes being used to determine the physical processes.

The language of the text speaks directly with young teens. Authentic dialogue is used to communicate with readers. Concepts of communication, cooperation, entrepreneurship, technology, work, family, and creativity penetrate the language throughout the text.

The text capitalizes on the fact that young teens are media-oriented and accustomed to material that engages a segmented attention span. It engages the readers' interest by emphasizing the doing of things relevant to the students' own lives. The text is organized into manageable, readable, meaningful sections.

As a comprehensive text, *Teens in Action* is well-suited to the developmental level and interests of young teens. Teachers must note that young teens are experiencing extensive changes in their physiological and biochemical systems. Teens are experiencing the passage from childhood to adulthood.

- The average age of menarche is 12½ years.
- The brain does not reach full development until the end of the teen years.
- Young teens experience ambiguity and complexity about what is effective preparation for life.
- The support of the family network has eroded.
- There is easy access to life-threatening substances.

To help you relate to young teens, consider the following portrait:

Social characteristics - Rarely will you find a young teen who is uninterested in people, particularly those of his or her own age. Girls and boys become interested in members of the opposite sex; females oftentimes are attracted to the older high school males. Members of this age group are eager to join in causes that aid the less fortunate and will express interest in careers that involve the helping professions such as teaching, nursing, veterinary science, and dentistry. To gain the recognition of others, young teens often conform to others' standards and may show undesirable behavior to gain approval of their peers.

Emotional characteristics - Young teens often are impulsive and resentful of authority. Approval by their peer group is substituted for adult approval. Since security is provided by peer-group conformity, young teens frequently are characterized by the desire to be "like everybody else." Individuals often acquire an air of pseudo-sophistication to cover up worries, doubts, and feelings about growing up, independence, responsibilities, etc. Their moods have wide ranges and their interests are varied and change frequently. This period is a time when the individual needs frequent successes.

Intellectual characteristics - Inquisitiveness and natural curiosity peak during the teens. As ability to reason increases, young teens show great progress in the areas of generalizing and deduction. Thus, they are able to draw conclusions from less and less information. Most teens need to see purpose, challenge, and enjoyment in what they are asked to learn.

Physical characteristics - Individuals of this age have rapid and irregular growth rates that contribute to their clumsiness. Females tend to be more physically developed than males in this stage, but both sexes experience fears relative to their development. Appetites, talkativeness, and restlessness increase enormously, accompanied by an increased awareness of physical appearance and body hygiene.

The importance of developing healthy attitudes and values relative to each of these characteristics should be obvious. Teachers have the opportunity to have a real influence upon students. This opportunity can be challenging and rewarding.

Teachers must recognize that young teens have enduring human needs. Young teens must experience a sense of belonging, healthy relationships with other people, and a sense of self-worth. Humans have a longer period of immaturity than any other species. You, as the teacher of young teens, have the power to shape a more humane and compassionate society.

Using Teens in Action

The *Teens in Action* Teacher's Edition, Workbook, and Teacher's Resource Guide are designed to complement the student textbook. Used together, a contemporary home economics program for young teens can be initiated. Students can be assured a variety of experiences that will enhance the ability to take charge of their lives.

Introduce chapters by using the overview information of each chapter in the Teacher's Edition. Action-oriented student activity ideas that can be used as a motivating introduction to the chapter follow each overview.

In the student text, use the "Developing Your Skills" section to increase student involvement with each chapter. This section contains summary skills, building skills, reviewing skills, sharing skills, and action skills. The skill section can be used in the following ways:

Summary Skills reviews the conceptual statements that are part of each chapter. These statements can be helpful to students in putting thoughts together to create a more complex level of thinking. They represent the substance of each chapter.

Building Skills emphasizes vocabulary students should know to understand the chapter. This feature helps students formulate their thoughts in the form of language. Vocabulary knowledge is extremely important. A glossary is included at the end of the book for student use.

Reviewing Skills reviews important concepts in each chapter. It assists students in understanding what has been read. Questions range from a low to a high conceptual level requiring students to think concretely as well as abstractly. A goal is to move the students from concrete thought and action to more complex thought and action allowing students to better take charge of their lives.

Sharing Skills is designed for problem-centered group discussion. Reasoning abilities are developed through problem-centered group work. In several instances, the use of dyads is suggested for interaction. There is room for controversy and conflict in regard to many topics. Encourage controversy and conflict to energize students' intellectual skill development.

Response to each item in this section requires communication and cooperation among class members. The depth of interpretation about each builds as meanings are shared. Communicative and cooperative skills also increase as the items in "Sharing Skills" are used.

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Teens in Action Teacher's Resource Guide EMC Publishing

Unit 1 You Are Somebody Special What should I do to develop my "self?"			
Chapter 1 Your Self		Chapter 2 Your Feelings	Chapter 3 Your Mind
	Chapter 4 Your Personality	Chapter 5 Your Attitude	Chapter 6 Your Choices
Unit 2 Your Social Circle What should I do to have positive human relationships?			
Chapter 7 Your Family		Chapter 8 Your Relatives	Chapter 9 Your Childhood
Chapter 10 Your Ethics	Chapter 11 Your Communication	Chapter 12 Your Friends	Chapter 13 Your Environment
Unit 3 Your Wellness Program What should I do to facilitate my wellness?			
Chapter 14 Your Health		Chapter 15 Your Fitness	Chapter 16 Your Leisure
Unit 4 Your Diet What should I do to have a nutritional diet?			
Chapter 17 Your Food	Chapter 18 Your Nutrition	Chapter 19 Your Meals	Chapter 20 Your Hospitality

Unit 5 Your Appearance What should I do to appear my best?			
Chapter 21 Your Grooming	Chapter 22 Your Clothing	Chapter 23 Your Look	Chapter 24 Your Wardrobe
Unit 6 Your Home What should I do to contribute to my home?			
Chapter 25 Your Space	Chapter 26 Your Furnishings	Chapter 27 Your Tasks	
Unit 7 Your Money What should I do to develop my potential?			
Chapter 28 Your Budget	Chapter 29 Your Job	Chapter 30 Your Potential	

The text is developed sequentially, but concepts are sufficiently self-contained to allow you to present them in any desired order. Several time-sequence plans follow:

36-week course

Unit 1	6 weeks
2	7 weeks
3	4 weeks
4	7 weeks
5	6 weeks
6	3 weeks
7	3 weeks

18-week course

Unit 1	3 weeks
2	3 weeks
3	2 weeks
4	3 weeks
5	3 weeks
6	2 weeks
7	2 weeks

12-week course

Unit 1	2 weeks
2	2 weeks
3	1 week
4	2 weeks
5	2 weeks
6	2 weeks
7	1 week

A program offering nine weeks of home economics in grades 5, 6, 7, and 8.

5th grade—9 weeks

Unit 1
Unit 4

6th grade—9 weeks

Unit 2
Unit 5

7th grade—9 weeks

Unit 3
Unit 6

8th grade—9 weeks

Unit 7

Appendix K: GTE Saturday Scholar Program

What is Saturday Scholar?

The Saturday Scholar Program is a tutoring program primarily made up of GTE employees, who volunteer their time to help students having problems in classes, students who feel they could benefit from the one-on-one instruction tutoring provides, and students wanting to excel further in their studies.

The program was recently awarded the 1994 "Best of Texas" Award by the Corporate Fund for Children. The "Best of Texas" program award winners were recently recognized by proclamations in the Texas Senate, House of Representatives and the Governor's office.

The program is also available to students at selected schools in the **Irving, Plano, Grapevine/Colleyville, Lewisville, Carrollton, Richardson** and HEB ISDs.

Additional location in Irving ISD is under consideration.

When is it available?

The program is available at Keller Middle School on Saturdays during the school year. The sessions start promptly at 9:00 a.m. and end at 11:00 a.m. Please see the back of this brochure for dates.

How can my child participate?

You or your child can sign up through the school office either for a one-time tutoring session or for the entire semester.

What is required from me?

- Your continued encouragement of your child to participate in the program.
- Transportation of your child to and from the school.

If your child knows you care about his/her progress, he/she will be encouraged to do better

What can I do to maximize my child's progress?

- Get to know your child's teacher.
- Sit in on a Saturday Scholar session.
- Keep the communication channels open between you and your child's teacher.
- Schedule meetings between you and your child's teacher if you feel your child is not working up to his/her potential.

Encourage! Encourage! Encourage!

Who should I call/see if I have questions about my child's participation in the program?

Regarding your child's specific needs, please feel free to talk to their teacher or principal. We as tutors will maintain a close feedback mechanism with the school professionals.

Who should I call if I have general questions about the program?

Regarding the program in general, contact either the school office or Area Coordinators:

Frank Thompson
at GTE (751-4270)
Linda Carter
at GTE (751-4792)

or

James V. Coleman Founder/Overall
Coordinator at GTE (718-5545)

PLEASE NOTE: The GTE Saturday Scholar Program is available only on Saturdays between the hours of 9:00 a.m. and 11:00 a.m.

SATURDAY SCHOLAR PROGRAM
Keller Middle School
1995-1996 CALENDAR

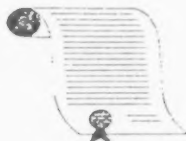
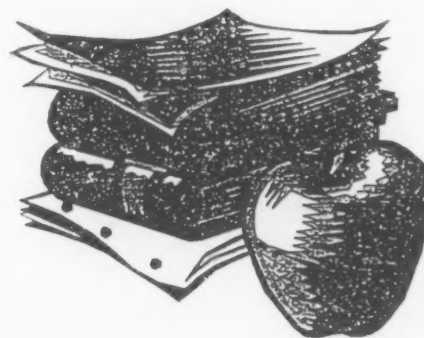
All times 9:00 to 11:00 a.m.

September 30	No Tutoring
October 7	No Tutoring
October 14	No Tutoring
October 21	No Tutoring
October 28	No Tutoring
November 4	<u>Tutoring Starts</u>
November 11	
November 18	
November 25	No Tutoring
December 2	
December 9	
December 16	No Tutoring
December 23	No Tutoring
December 30	
January 6	
January 13	No Tutoring
January 20	
January 27	
February 3	
February 10	
February 17	No Tutoring
February 24	
March 2	
March 9	No Tutoring
March 16	No Tutoring
March 23	
March 30	
April 6	No Tutoring
April 13	
April 20	
April 27	
May 4	
May 11	
May 18	No Tutoring
May 25	



The
Saturday Scholar
Program
Keller Middle School

300 N. College.
 Keller, Tx 76248
 Tel. 817/337-3500



Appendix L: GTE Saturday Scholar Program
Volunteer Handbook

THE
GTE SATURDAY SCHOLAR
PROGRAM
HANDBOOK



Motto: “IT TAKES A VILLAGE TO RAISE A CHILD”

Our Children are our future

James V. Coleman GTE (214) 718-5545

BASIC EXPECTATIONS

GTE SSP Volunteers should:

1. Provide academic and support services to students.
2. Assist and support the Teacher's/School's curriculum.
3. Maintain confidentiality of all information at all times.
4. Be prompt and dependable; always notify the GTE SSP Area Coordinator if he/she is unable to attend (call school secretary and request a note be pasted for the GTE SSP Coordinator).
5. Express a genuine interest in helping students and mean it!
6. Maintain a professional attitude; respect the activities related to students and others in the school.
7. Follow established record-keeping procedures for school Volunteers.
8. Serve under the supervision and direction of the GTE SSP Area Coordinator, teacher, and/or school administrator.
9. NEVER SUBSTITUTE FOR THE TEACHER.
10. Not assume responsibility for discipline, evaluation of diagnosis, the prescription of medication, or the evaluation of students.
11. Comply with all school rules.
12. Understand and use the appropriate channels of communication for comments and suggestions.
13. Become an integral part of the school organization and work within the school program guidelines.
14. Wear GTE SSP Volunteer ID/GTE ID that identifies you as being a Volunteer in the school.

BASIC EXPECTATIONS

School/Teachers should:

1. Be prepared for the GTE SSP Volunteer (e.g., have materials and a work place available for them).
2. Instruct the GTE SSP Volunteer in specific classroom duties based on tutorial needs.
3. Be in charge of all discipline. The Teacher/School has the sole responsibility for discipline. Any problems involving GTE SSP Volunteers should be referred to your GTE SSP Area Coordinator/Teacher immediately.
4. Be responsible for the daily educational program -- disciplining and instructing, diagnosing, prescribing, and evaluating students and their work.
5. Orient GTE SSP Volunteers at initial Teacher/Volunteer conference discussing method policies, procedures, specific student needs and designated work load.
6. Plan in advance for the Volunteer. Give clear, specific instructions.
7. Share information about students that will enable Volunteers to be more effective.
8. Provide adequate materials for Volunteers (e.g., textbooks) that will assist the GTE SSP Volunteers in the performance of their duties.
9. Inform Volunteers about any procedural changes.
10. Assign more than one student to each GTE SSP Volunteer; this ensures the Volunteer of always having a student to tutor.
11. Stress the importance of good communications. Make Volunteers feel welcome and express appreciation for their contributions.
12. Realize that GTE SSP Volunteers are taking time off from a rest day to make a contribution. Effective use of their time will enhance participation and reflect positively on your school and district.
13. Encourage students to take advantage of the GTE SSP. It is for all students -- including "A" students.

GENERAL POLICIES

1. GTE SSP Volunteers are those Volunteers authorized by the School/Independent School District to be in the schools. Be certain that you are signed up (contact your GTE SSP Area Coordinator).
2. Volunteers should attend orientation meetings(s) conducted by their GTE SSP Area Coordinator and the school.
3. Sign-in sheets are required as school personnel must know who is in the building. Do not forget to register your hours.
4. Volunteers must wear your GTE SSP identification.
5. Volunteers should use common sense in your dress; remember that you are a role model for the students. Be neat and attractive, but not dressy.
6. Volunteers may want to observe activities in the classroom before working directly with the students. If you do, look for the following:
 - Student-teacher relationship
 - Maturity level of the students
 - General behavior patterns
 - What language is spoken
 - The vocabulary level
 - Length of attention span

POLICIES TO REMEMBER

1. Support the aims and basic concepts of the GTE Saturday Scholar Program.
2. Follow regulations and procedures of the school and the GTE SSP.
3. Discuss any special problems with your GTE SSP Coordinator.
4. If you can, maintain consistent and regular attendance. Be prompt or even early.
 - If you must be absent, notify your coordinator immediately or the school office so that the secretary can inform your coordinator.
 - GTE SSP stresses dependability, as this is the most important factor in your relationship with the students, teacher, and principal.
5. SSP Volunteers are asked to consider confidential anything heard or seen at school.
 - Do not criticize school personnel or procedures. If a problem arises in this area, consult with your GTE SSP coordinator.
 - Do not discuss your students and their problems publicly. If you need help in reaching a child, discuss the matter professionally with your Coordinator/Teacher.

RELATIONSHIPS WITH THE STUDENT(S)

1. The school must be a friendly place in which each student satisfies his/her need for love and affection.
2. One of the greatest tasks of the school is to build the student's self respect. This is achieved by giving the student work which he/she can complete successfully and by being positive. Try to express approval rather than disapproval, even when working with learning problems.
3. Genuine respect must be earned by being consistent and ethical. Respect for authority should be encouraged.
4. The student should be challenged by the experience he/she encounters. The ability to stimulate growth is a characteristic of our public schools.

Consider these attitudes toward students

1. Be consistent and fair from Saturday to Saturday. Try not to react emotionally.
2. Be yourself; students do recognize which feelings are or are not genuine.
3. Be firm in establishing rules for acceptable behavior and stick with them.
4. Be honest. A student who has learning difficulties is aware of his/her learning disabilities. Do not make excuses for the child, but try to work with him toward success.
5. Provide immediate goals. Children have the concept of a distant future. When working with them, remember to provide opportunities for daily satisfaction.

RELATIONSHIPS WITH TEACHER

"Teachers come in assorted sizes, weights, and colors. They have various interests, hobbies, religions, and beliefs; but they share one creed...to help each student reach the highest possible degree of personal development."

Professionalism is one key.

1. The school Volunteer will never replace the classroom teacher.
2. The classroom teacher is certified under the laws of the state and the district.
3. The teacher is responsible for the instruction, safety, and discipline of his/her students.
4. The services performed by the Volunteer are always under the supervision of a certified person.
5. The Volunteer should work with the professional teacher in a professional manner -- accepting direction, asking approval for ideas before implementing them, and being discreet in the discussions of individuals.

SUCCESSFUL TUTORING

Working with the teacher to gather helpful information.

1. Information about skills is needed.
 - What is the level of skill expected of the students in the area in which you are to tutor?
 - What methods does the teacher employ for teaching these skills?
 - Know materials the teacher uses. Ask for any you wish to use.
2. Information about students is needed.
 - Who are those experiencing learning problems?
 - In each case, what is the teacher's evaluation of the nature and causes of these problems?
 - When can you meet with each student on a regular basis? (Talk with the teacher about the most convenient time for you and the student to work together.)
 - Keep the teacher informed of your progress or lack of it.
 - Keep all information confidential.

Tutoring Tips

1. Relax and be yourself. Students are quick to spot genuine feelings.
2. Personal concern for the student is your greatest asset as a tutor. Try to establish a warm, though adult, communication with the child. Create an atmosphere of trust.
3. Exchange names and record the child's nickname (if any). Students are often hesitant to communicate with tutors when they are uncertain of names.
4. Build rapport. Talk to the student about mutual interests and, above all, *listen*. Do not be afraid to discuss the problems the student is having and what you, as a tutor, are trying to do.

SUCCESSFUL TUTORING (continued)

Tutoring Tips (continued)

5. Begin with lessons which will be easily understood by the child. Give him/her the opportunity for initial success.
6. Do as much work as possible with real objects. Children learn most readily by seeing and touching.
7. Keep charts of the students progress to promote his/her interest.

TUTOR

GOOD TUTORS ARE:

1. Dependable - care enough to be there regularly.
2. Tolerant - willing to work with those students having the greatest problems.
3. Patient - remember that progress with learning problems may be slow; understand the necessity of repetition and the rewards of minor successes.
4. Imaginative - remember students have been referred to you because they have been unable to grasp information in the standard manner. Your ingenuity in presenting ideas is most important. Games that attract student interest are successful tutoring procedures - begin and end each session with some fun!
5. Mature - remain objective, firm, and consistent in your attitudes. A meaningful relationship with a responsible adult is important to any child, and particularly to a student whose self-image is poor.
6. Flexible - Remember there is no one method, no easy answer to overcoming a child's learning problems. Be willing to try any approved approach. When recognizing that a student, by his/her behavior, is not responding to a specific teaching method, do not pursue it; change your tactics. Try something different! It is important that you provide a change of pace from the classroom. You can be more informal because of the small group with which you are working.
7. Warm - appreciative of each accomplishment, no matter how small. Show the student that you are on his/her side, that you really care.

How to be different:

1. No homework
2. No obvious testing
3. More games. What you yourself create can be more effective than what you copy.
4. More student response. In the classroom, it is necessary to "take turns." In a tutoring session, encourage the student to do most of the talking.

BEST COPY AVAILABLE

**TEN COMMANDMENTS OF HUMAN RELATIONS
FOR THE GTE SSP VOLUNTEER**

1. Speak to students with a cheerful word or greeting.
2. Smile at the students. It takes 72 muscles to frown - only 14 to smile.
3. Call students by their name.
4. Be friendly and helpful.
5. Be cordial. Speak and act as if everything you do is a genuine pleasure.
6. Be genuinely interested in the students.
7. Be generous with praise, cautious with criticism.
8. Be considerate of the feelings of the students. It will be appreciated.
9. Be thoughtful of the opinions of the students.
10. Look for ways to be of service. What counts most in life is what we do for the students.

INITIAL VOLUNTEER/SCHOOL-TEACHER CONFERENCE CHECKLIST

If applicable, during your initial conference with the School/Teacher, plan to discuss:

- Holiday schedule
- Classroom policies and procedures (including discipline, students, the teacher's specific methods, and emergency procedures).
- Volunteer instructions for each Saturday (i.e., written on yellow pad or in student's folder).
- Designated work load and specific materials needed for the students.

If the Parent/School/Teacher is requesting help with a special student or students, the following information should be discussed:

- Background information on student(s).
- Special needs and skills to be developed.
- Tips for working with different learning styles and reinforcement techniques.
- Ways for providing feedback concerning student's performance.

If the Volunteer will be working in a particular subject area, the teacher should discuss and/or provide:

- Materials to be covered. (Note if books are available for reference or preparation?)
- Location of materials, supplies, or games.
- Basic skills level of the group.
- A time or way to communicate any information concerning the group's performance.

PERSONAL NOTE TO THE GTE SSP VOLUNTEERS

You will not always see measurable results. Sometimes you will wonder what you are accomplishing.

Sometimes your results will stem from things you can see:

- The improved achievement of students
- A fine bulletin board display
- A higher grade on a test
- Better attitudes
- Improved attendance

More often your rewards will stem from the intangible:

- The school staff will rely on you and look forward to seeing you every Saturday.
- A student will eagerly await his/her time with you.
- You will be the "special" adult who has helped a student enjoy learning.
- You will become a wiser citizen because of your first-hand knowledge of a school's human and financial needs.
- You will have the personal satisfaction that comes from participating in "a wonderful adventure in helping develop GTE's future customers and employees, future leaders of our communities, and above all, in human giving."

RELEASE APPROVAL FOR BACKGROUND INFORMATION

Texas State Law under Senate Bill 1 grants the right to school districts to perform background checks on volunteers working with that district's students. It is the decision of each district to enforce this requirement; if you are asked to submit to a background check, please complete and return the form on the next page to your GTE SSP Area Coordinator.

School _____

Organization or Business _____

**RELEASE APPROVAL
FOR BACKGROUND INFORMATION**

I hereby give the _____ Independent School District written permission to obtain any criminal history record information that relates to my application to volunteer for the _____ ISD. The District may obtain such information from any law enforcement agency, including a police department, the Department of Public Safety, or the Texas Department of Corrections. I give permission for the _____ ISD to consult with the Child Protective Services regarding any information they may have pertinent to my being a volunteer with children.

Information obtained in the above manner and from individuals shall be used only to evaluate my suitability to volunteer with children for the _____ ISD. I understand that all information given to the _____ ISD will be treated confidentially and that I waive any right I may have to the secured information.

The original of this release approval will be maintained within the _____ ISD's files and copies of the original will be sent to the appropriate individuals and agencies as necessary.

Last Name (please print)	First Name	Middle Name	Maiden Name
--------------------------	------------	-------------	-------------

Address	Phone Number
---------	--------------

City	State	Driver's License Number	Exp. Date
and issuing state			

Applicant's signature	Today's Date
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Social Security Number	Date of Birth
------------------------	---------------

Sex ☐ Female ☐ Male	Ethnicity: ☐ American Indian ☐ Asian ☐ Black ☐ Hispanic ☐ White
---	---

Please check type of volunteer:

☐ Partnerships	☐ HOSTS
☐ Parent	☐ Individual

All blanks must be completed. Please indicate "N/A" if not applicable to you.

Office Use Only:

Date service initiated: _____	Other: _____
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